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ABSTRACT

During the 1982-83 school year, a resource room for identified talented and gifted students was conducted at the Edmunds-Jefferson Attendance Center, Des Moines (Iowa) Independent Community School District. Identified students attended the resource room on a partial pullout schedule; each student attended the resource room on the average of four hours per week. Enrollment reflected a more favorable balance between majority/minority students than was reported in 1981-82. If gifted and talented students attending Edmunds/Jefferson as part of the magnet program are not counted, the ratio of gifted and talented students to the total attendance center population fell close to the established guidelines of three percent of building enrollment. Students, parents and teachers responded positively on reaction forms designed to gather their input on a number of facets of this program. Some parents felt unfamiliar with the goals and objectives of the program; some also indicated a perceived lack of coordination between classroom teachers and the resource teacher. The Edmunds/Jefferson Resource Room for Talented and Gifted has been incorporated into the total gifted and talented education program to be implemented during the 1983-84 school year. (Author/BW)

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ED236227

REPORT OF EVALUATION

Resource Room for Talented and Gifted at Edmunds/Jefferson Attendance Center

1982-83

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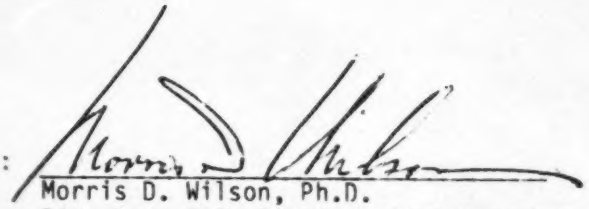
TM 830 749

Approved: 
Morris D. Wilson, Ph.D.
Director of Evaluation and Research

August 22, 1983

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DEPARTMENT OF EVALUATION AND RESEARCH
EVALUATION ABSTRACT

August 22, 1983

PROJECT TITLE:	Resource Room for Talented and Gifted at Edmunds/ Jefferson Attendance Center
PROJECT STAFF:	1 resource room teacher (halftime at each school)
OPERATIONAL SITE:	Edmunds/Jefferson Attendance Centers
POPULATION SERVED:	52 identified gifted and talented students

COMMENTS:

1. Enrollment in the Edmunds/Jefferson Resource Room for Talented and Gifted reflected a more favorable balance between majority/minority students than was reported in 1981-82. During 1982-83, 23.1 percent of the resource room students were minority. The attendance center percentage was 39.2. During 1981-82, only 13.0 percent of the students in the program were minority. The attendance center percentage for that year was 41.7.

2. If gifted and talented students attending Edmunds/Jefferson as part of the magnet program are not counted, the ratio of gifted and talented students to the total attendance center population falls closer to the established guidelines of 3 percent of building enrollment.

3. Students, parents and teachers responded positively on reaction forms designed to gather their input on a number of facets of this program. Students were most positive in their responses. Parents were somewhat more conservative.

4. According to written comments provided on reaction forms some parents feel unfamiliar with the goals and objectives of the program. Some also indicate a perceived lack of coordination between classroom teachers and the resource teacher.

5. The Edmunds/Jefferson Resource Room for Talented and Gifted has been incorporated into the total gifted and talented education program to be implemented during the 1983-84 school year.

RECOMMENDATIONS:

1. The resource room should be continued as it was of reported value to students, parents and teachers.

2. An attempt should be made to obtain the opinions of more classroom teachers who have students involved in the resource room concerning various facets of this program. This may be done by increasing the number of teacher respondents on the reaction form.

3. Consideration should be given to include some of the same items on the three reaction forms so that comparisons among students, parents and teachers might be made relative to the same items.

4. Continued emphasis should be placed upon familiarization of parents with the goals and objectives of the program and upon coordination between the resource room and classroom activities.

A complete copy of the Evaluation Report is available upon request from the Department of Evaluation and Research, 1800 Grand Avenue, Des Moines, IA 50307-3382.

PROGRAM DESCRIPTION/OBJECTIVES

During the 1981-82 school year, a resource room for identified talented and gifted students was conducted at the Edmunds-Jefferson Attendance Center. Identified students attended the resource room on a partial pullout schedule; i.e., students left their regularly scheduled classes, usually during the teaching of subjects in which they were academically advanced, for specified blocks of time. Each student attended the resource room on the average of four hours per week. During the 1982-83 school year, the program continued in essentially the same format except that the resource teacher's schedule was altered. During the past year, this person alternated buildings each day of the week: Edmunds -- Monday, Wednesday, Friday; Jefferson -- Tuesday, Thursday.

The resource room was patterned after a similar program conducted at Dunlap and Greenwood Elementary Schools during the 1980-81 school year. Funding was from the local district. No outside funding was received and there was no special budget established specifically for the program. This was perceived as a problem by the coordinator.

The goals of the resource room, established in 1981 and unchanged for 1982-83, were as follows:

1. To coordinate and articulate service appropriate throughout the entire school experience.
2. To provide an identification process which will allow more validity and reliability in determining the educational program for children with exceptional abilities.
3. To provide a program especially tailored for the gifted child.
4. To provide extended learning activities which will allow for individual growth at various levels of ability, interest and need.
5. To establish channels of communication and expectations between students, parents, and staff.

6. To assess the effectiveness of the program through students, parents and staff in the fall and spring of the school year.

Appendix A includes a complete list of goals and guidelines for the resource rooms.

Table 1 shows the number of students served at the attendance centers. The proportion of the total enrollment at Edmunds/Jefferson served in this program was 8.6 percent based upon enrollment figures provided on October 29, 1982. During the previous year, the proportion of the total enrollment identified was 7.4 percent.

In the evaluation report for the Edmunds/Jefferson Resource Room dated September 17, 1982, recommendation was made to decrease the ratio of identified students to the total attendance center population as guidelines specify. The guides specify a 3 percent of total enrollment identification. As reported the proportion actually increased in 1982-83 to 8.4 percent. The recommendation further suggested that consideration be given to computing the ratio not counting magnet students. The philosophy presumably is that the magnet students attend Edmunds/ Jefferson due to the magnet concept and the existence of this program at Edmunds/Jefferson and no other attendance center.

The program director concurred with the suggestion that non-Edmunds/ Jefferson attendance area students (magnet students) may be inflating the talented and gifted identification percentage at Edmunds/Jefferson and should not be used in computing the percentage. To comply with this, the number of magnet students enrolled at both centers was obtained from the coordinating principal, Edmunds/Jefferson. As 24 of the 52 students were magnet, the remaining enrollment was 28. This figure reflects 4.6 percent of the total enrollment at Edmunds/ Jefferson compared to the 8.6 percent figure when magnet students are included.

It is recommended that in the future, both calculations (with/without magnet students) be used in comparing the number of students identified for the resource room to the attendance center population.

TABLE 1

Talented and Gifted Identified Students
Edmunds-Jefferson

Grade	Number of Identified G/T Students
1	2
2	8
3	9
4	9
5	11
6	13
Total	52

Few new students were identified to participate in the resource room during the past year due to retention of many students from the previous year. It was reported that all students were evaluated by classroom teachers early in the year to reconfirm identification of previous teachers. The psychologist assigned to the talented and gifted program assisted in identification of new students.

The resource teacher used several techniques in working with the students. At the beginning of the year, all students completed the Structure of the Intellect (SOI) test. It was used to meet the program objectives related to designing educational programs especially tailored for the gifted children. Scores on factors within the test (cognitive, memory, evaluation, convergent production, and divergent production) were plotted for each student to provide a comparison with grade level.

The teacher used results to match learning activities with students. Students completed the same instrument again at the end of the year. After the first administration of the test, the resource teacher met with each child to discuss his or her areas of strength or weakness. She also shared the results of the test with the principals and regular classroom teachers.

An inventory of learning styles was administered in an attempt to determine the best way each student learns. Students were also asked to write an autobiography stating areas of interest. All of this information was used in the development of IEP's for each student assigned to the resource center.

Children within the program were exposed to a variety of interesting topics according to the resource teacher. They were able to belong to a computer club and help give instruction to other students. They were also able to arrange a field trip, order a film or ask a speaker to visit. All students were allowed to participate in one play presented to the remainder of the student body.

A monthly letter was sent home with each student in order to foster school/home communication about the program. Also, some parents were used as resource persons within the program. Weekly planning sessions with classroom teachers and copies of the monthly letter given to unit leaders helped coordinate this program with work being done in the regular classroom.

EVALUATION

The purpose of this evaluation report is to determine if the resource room was an effective means of serving the needs of the talented and gifted students. While goals were established for the program, no specific objectives for evaluation were written during either year of operation of this program. Assessment was accomplished using a self-report provided by the resource teacher (see Appendix C), student and parent reaction forms and a survey form completed by teachers who had students involved in the resource room. Reaction forms (see Appendix B) were completed by 50 students, 33 parents and 4 staff members at Edmunds and Jefferson.

Table 2 indicates the percentage of minority students identified at Edmunds/Jefferson. During the 1981-82 school year, only 13 of the resource room students identified were minority students. This compared to a minority student population of 41.7 percent at Edmunds/Jefferson. During the 1982-83 school year, a more favorable majority/minority balance was achieved as 23.1 percent of the resource room students were minority compared to 39.2 percent in the total population.

TABLE 2

1981-82/1982-83
Gifted and Talented Identified Students
Edmunds/Jefferson

	Total G/T Identified		Minority	
	1981-82	1982-83	1981-82	1982-83
Jefferson	17	19	1	5
Edmunds	29	33	5	7
Total	46	52	6[1]	12[2]

[1] 13.0 percent of attendance center population in 1981-82.

[2] 23.1 percent of attendance center population in 1982-83.

REACTION FORMS

Students, parents of students, and teachers completed a reaction form concerning the resource room. Copies of these instruments appear in Appendix B. The purpose of the surveys was to determine how familiar people were with the program and find out if they thought it was worthwhile.

Table 3 shows the number of persons submitting reaction forms. A total of 87 individuals returned the forms. As a total of 114 forms were sent out, the return rate was 76.3 percent.

TABLE 3

Number of Persons Completing Reaction Forms

Category	Forms Distributed	Forms Returned	Percent Returned
Students			
Edmunds	33	31	93.9
Jefferson	19	19	100.0
Parents	52	33	63.5
Teachers	10	4	40.0
Total	114	87	76.3

Tables 4 through 6 indicate responses to items on the reaction forms for each of the three groups who completed them.

TABLE 4

Student Reaction to Resource Room for Talented and Gifted

Question	Average Student Response--Scale of 1 to 5 for 50 Students
How worthwhile do you feel the program was for you this year? (1=not worthwhile -- 5=very worthwhile)	4.6
To what degree were you able to explore and investigate projects in depth? (1=not at all -- 5=to a great extent)	4.3
To what degree did the amount of time in the resource room give you an opportunity to work individually? (1=not at all -- 5 -- to a great extent)	4.3
To work in groups? (1=not at all -- 5 -- to a great extent)	4.3
How would you evaluate your experience on the microcomputer? (1=not beneficial -- 5=very beneficial)	4.3 (43 respondents)
How much regular class instruction did you not receive by being in the resource room? (1=none -- 5=a great deal)	1.9 (NOTE: "1" rather than "5" is the most positive response on this item only)
To what degree were you able to plan projects with your resource teacher? (1=not at all -- 5=to a great extent)	4.3

TABLE 5

Parent Reaction to Resource Room for Talented and Gifted

Question	Average Parent Response--Scale of 1 to 5 for Parents of 33 Students
How familiar are you with the objectives and goals of the resource room program? (1=very unfamiliar -- 5=very familiar)	3.4
To what degree do you feel the program has developed additional skills for your child? (1=not at all -- 5=to a great extent)	3.9
How valuable have the planning sessions between your child and the resource teacher been? (1=not valuable -- 5=very valuable)	4.1
To what degree does your child express interest at home in continuing in the resource program? (1=not at all -- 5=to a great extent)	4.2
How important is it that we increase the Parent Involvement Component of the program? (1=very unimportant -- 5=very important)	3.9
To what degree did your child express interest in participating in the computer education program? (1=not at all -- 5=to a great extent)	4.5

TABLE 6

Classroom Teacher Reaction to Resource Room for Talented and Gifted

Question	Average Teacher Response--Scale of 1 to 5 for 4 Classroom Teachers
How aware are you of the activities of the students in the TAG resource room? (1=very unfamiliar -- 5=very familiar)	4.5
How worthwhile was the program for your students? (1=not worthwhile -- 5=very worthwhile)	4.5
How helpful to the student was the planning you did with the resource teacher? (1=not helpful -- 5=very helpful)	4.0
To what degree was the computer program an asset to the identified students in your class? (1=not at all -- 5=to a great extent)	4.3
To what degree has the resource room helped identified students improve their self-concept? (1=not at all -- 5=to a great extent)	4.0

Students were also asked to indicate the projects that they learned the most about. This item was designed mainly to gather information that might be useful in future program planning. A perusal of the forms would seem to indicate that investigating and reporting on a particular area of interest was the most appealing portion of the program to students. The program dealing with computers was also listed frequently.

Parents and classroom teachers were asked to provide input on ways in which the program might be improved. Approximately one third of the parent reaction forms contained suggestions and/or comments. Samples include the following:

"Please coordinate efforts between classroom teachers and resource program teachers to help avoid conflicts between students and classroom teachers -- children can easily become victimized in the process."

"Maybe it is not possible, but I wish the students wouldn't lose so much time in core classes. This seems to cause some resentment with the regular teachers..."

"Have more field trips; i.e., science museum, newspaper plant, TV stations, botanical center, etc. Invite guests from various professions."

"You are doing a great job, Mrs. Hetherington! (We) thank you for all of your efforts..."

"In my opinion it is essential that all instructors dealing with resource room students be in accord with the objectives of the program. When regular classroom teachers are either not given direction in the implementation of the program or they just are against the idea of the "pullout" concept the resultant discord is very counter productive to all of those involved."

Classroom teachers provided the following comments/suggestions:

"I wish that more of the TAG program could be an extension of class work--closer contact (difficult to accomplish, I know)."

"More closely work with fine arts in developing those gifted in areas of visual, listening or movement arts in addition to the academic. Especially in a fine arts emphasis school."

SUMMARY OF REACTION FORM RESULTS

Reaction forms completed near the close of the 1982-83 school year yielded a mixture of results. Average responses to all scale items by all individuals responding were positive. According to the tables presented, students seemed to give the strongest positive responses to the program-particularly to the item asking how worthwhile the program was. Parents also gave positive responses but were somewhat more conservative. Several parents indicated a lack of familiarity with the goals and objectives of the program. An item asking about this received the least strong positive response among the parent questions. As only four classroom teachers submitted completed reaction forms, no comments regarding the data other than its presentation in tabled form are offered here. It is recommended that steps be taken to increase input from classroom teachers in the future.

It is not currently possible to look at the responses to the same items among the three groups of respondents as was done during 1981-82, because revisions in the forms requested by the project staff eliminated the previous overlap of some questions among the forms. It is recommended that consideration again be given to making some items on the three reaction forms alike so that cross tabulation between respondent groups can be made.

The open-ended questions included on the parent and teacher reaction forms--those that asked for comments and suggestions--raise some concerns. Several parents apparently perceive a lack of coordination between the resource room program and the regular classroom. Also mentioned was a perception that some resentment was occurring among teachers presumably

due to students being pulled out of regular classes. Unfortunately, as mentioned on one of the reaction forms, the students themselves can become innocent victims in such a process. While it appears that these concerns may not be widespread, it is strongly recommended that continued emphasis be placed in the area of planning and communication between the resource room teacher and classroom teachers. While communication of information to parents appears to be adequate, some indicated unfamiliarity with the program and its goals and objectives on the reaction forms. This is another area in which continued emphasis is needed.

In summary, while communication with parents and staff has occurred and may be cited by such examples as the monthly letter, it is again recommended that continued efforts be made in this area. Unfamiliarity with goals and objectives of the program and lack of classroom/resource room coordination still appear as problems.

COMMENTS

1. Enrollment in the Edmunds/Jefferson Resource Room for Talented and Gifted reflected a more favorable balance between majority/minority students than was reported in 1981-82. During 1982-83, 23.1 percent of the resource room students were minority. The attendance center percentage was 39.2. During 1981-82, only 13.0 percent of the students in the program were minority. The attendance center percentage for that year was 41.7.
2. If gifted and talented students attending Edmunds/Jefferson as part of the magnet program are not counted, the ratio of gifted and talented students to the total attendance center population falls closer to the established guidelines of 3 percent of building enrollment.
3. Students, parents and teachers responded positively on reaction forms designed to gather their input on a number of facets of this program. Students were most positive in their responses. Parents were somewhat more conservative.
4. According to written comments provided on reaction forms, some parents feel unfamiliar with the goals and objectives of the program. Some also indicate a perceived lack of coordination between classroom teachers and the resource teacher.
5. The Edmunds/Jefferson Resource Room for Talented and Gifted has been incorporated into the total gifted and talented education program to be implemented during the 1983-84 school year.

RECOMMENDATIONS

1. The resource room should be continued as it was of reported value to students, parents and teachers.
2. An attempt should be made to obtain the opinions of more classroom teachers who have students involved in the resource room concerning various facets of this program. This may be done by increasing the number of teacher respondents on the reaction form.
3. Consideration should be given to include some of the same items on the three reaction forms so that comparisons among students, parents and teachers might be made relative to the same items.
4. Continued emphasis should be placed upon familiarization of parents with the goals and objectives of the program and upon coordination between the resource room and classroom activities.

A P P E N D I X A

Guidelines for Resource Room

EDMUNDS/JEFFERSON
GUIDELINES TO THE HIGH FLYER
TAG RESOURCE

I. IDENTIFICATION - Program implemented with academic and critical thinking as the basis for selection.

A. Screening - attendance area students and magnet students throughout district.

B. Verification - previous involvement in TAG programs.

C. Team - a group of teachers evaluated the results of student screening for specific needs and process of achievement.

II. BASIC GOALS OF THE RESOURCE ROOM

A. To coordinate and articulate services appropriate throughout the entire public school experience.

B. To provide an identification process which will allow for more validity and reliability in determining the educational program for children with exceptional abilities.

C. To provide a program especially tailored for the gifted child.

D. To provide extended learning activities which will allow for individual growth at various levels of ability, interest and need.

E. To establish channels of communication and expectations between students, parents and staff.

F. To assess the effectiveness of the program through student, parent and staff in the fall and spring of the school year.

III. NEEDS OF THE RESOURCE ROOM

A. Physical Needs

a) Area - accessible from all units
b) Sink
c) Exit to outside
d) Lighted areas (science activities)

B. Materials, Supplies, Equipment

a) Posterboard
b) Crayons, pencils, paper, etc.
c) Markers
d) Newspapers, magazines
e) Rulers, scissors
f) Phonograph
g) Overhead projector, filmstrip projector

C. Educational Needs

a) Dictionaries
b) Encyclopedias
c) Child Craft
d) Multi-Cultural Kits
e) Science Materials

IV. SUPPORT PERSONS

A. Parents - The effectiveness of the resource program is enhanced by the support and enthusiasm exhibited by parents of children involved within the program. Parents of TAG students who are willing to serve as resources to children of the attendance centers within the building. Development of a parent group to support the Resource Program occured following the parent orientation in the fall. Parent involvements included the following:

a) Parent/Teacher Conferences
b) Japanese Visit
c) Special Resource Persons in Creative Writing, Research Papers and Speakers.

B. Building Administrator - Support and participation in the screening and selection process is extremely important to the implementation of a resource program. The building administrator's willingness to provide the necessary supplies and materials allows for movement into the program with ease.

C. Talented/Gifted Supervisor
a) Notice to parents of TAG students of resource room.
b) Attend inservice for staff and parents
c) Assist in evaluation and placement of students.
d) Assist with materials needed in resource room.
e) Evaluate resource teacher during a teaching experience.
f) Notify teacher of inservice meetings to better meet the needs of the students.

D. Building Staff - We have established weekly meetings between the Resource Teacher and the Attendance Area Teacher to coordinate the IEP'S and classroom curriculum. This procedure provides better continuity and extensions for the gifted child.

E. TAG Psychologist

a) Test student after building team feels there is a need for further varification.
b) Share in a staffing his/her findings with building team and parents.

V. COMMUNICATION NEEDS

A. Statement of objectives at beginning of the year to:

a) Parents
b) Teacher

B. Weekly Planning with classroom teacher:

a) Plan an activity in area to expand on classroom
b) To state students strengths so his responses might aid the classroom teacher in guiding other students in their learning.

C. Conference with parents

a) Share with parents the finding about a student.
b) Help them by answering any questions, or suggesting ways to find out.
c) Share with them any activities that go on in the city that the student could take part in.

VI. SCHEDULING/PLANNING

A. Each teacher should know what each TAG student's strengths are.

a) Testing by resource person
b) Files kept from preceding years
c) Pull out 4 hours/week in area of strength.

B. Planning between resource teacher and classroom.

a) Expanding curriculum from what is happening in the classroom.
b) Share projects done in resource room with the whole unit.
c) Share text that each teacher uses with identified student.

VII. POST EVALUATIVE GOALS

A. Student evaluation

a) Self evaluation
b) Evaluation of the program

B. Evaluation by Parents

C. Evaluation by Staff

D. Teacher evaluation

a) Summary of IEP
b) Post test of structure of intellect

VIII. IDENTIFICATION/ASSESSMENT MATERIALS

A. Structure of Intellect

B. Dr. Gregoric Learning Styles

C. Learning Style Inventory - Renzulli

D. Student/Parent Inventory

E. Teacher Matrix

F. Teacher/Resource Teacher Assessment

G. Student Written Interest

A P P E N D I X B

Reaction forms:

Student
Parent
Teacher

STUDENT REACTION FORM
RESOURCE ROOM, GIFTED AND TALENTED
EDMUNDS/JEFFERSON

SCHOOL_____ GRADE_____

1. Which projects did you learn the most about? Please list the one which you feel you learned the very most about first followed by those that you learned less about.

   A) _____

   B) _____

   C) _____

   D) _____

   E) _____

On questions 2-7, please check (✓) the response category which best indicates your feeling.

	1	2	3	4	5
2. How worthwhile do you feel the program was for you this year? (1=not worthwhile -- 5=very worthwhile)	–	–	–	–	–
3. To what degree were you able to explore and investigate projects in depth? (1=not at all -- 5=to a great extent)	–	–	–	–	–
4. To what degree did the amount of time in the resource room give you an opportunity to work individually? (1=not at all -- 5=to a great extent)	–	–	–	–	–
b. to work in groups? (1=not at all -- 5=to a great extent)	–	–	–	–	–
5. How would you evaluate your experience on the micro-computer? (1=not beneficial -- 5=very beneficial)	–	–	–	–	–
6. How much regular class instruction did you not receive by being in the resource room? (1=none -- 5=a great deal)	–	–	–	–	–
7. To what degree were you able to plan projects with your resource teacher? (1=not at all -- 5=to a great extent)	–	–	–	–	–

PARENT REACTION FORM
RESOURCE ROOM, GIFTED AND TALENTED
EDMUNDS/JEFFERSON

The purpose of this survey is to determine the reaction of parents of gifted and talented students who were placed in the Resource Room Program.

Grade level of child in the program _____

On questions 1-6, please check (✓) the response category which best indicates your feeling.

	1	2	3	4	5
1. How familiar are you with the objectives and goals of the Resource Room Program? (1=very unfamiliar -- 5=very familiar)	_	_	_	_	_
2. To what degree do you feel the program has developed additional skills for your child? (1=not at all -- 5=to a great extent)	_	_	_	_	_
3. How valuable have the planning sessions between your child and the resource teacher been? (1=not valuable -- 5=very valuable)	_	_	_	_	_
4. To what degree does your child express interest at home in continuing in the Resource Program? (1=not at all -- 5=to a great extent)	_	_	_	_	_
5. How important is it that we increase the parent involvement component of the program? (1=very unimportant -- 5=very important)	_	_	_	_	_
6. To what degree did your child express interest in participating in the computer education program? (1=not at all -- 5=to a great extent)	_	_	_	_	_

Pleast state any suggestions you have to improve the Resource Program for identified students.

_____

_____

_____

_____

_____

TEACHER REACTION FORM
RESOURCE ROOM, GIFTED AND TALENTED
EDMUNDS/JEFFERSON

The purpose of this survey is to determine the reaction of teachers at Edmunds and Jefferson to the resource room for gifted and talented students.

On questions 1-5, please check (✓) the response category which best indicates your feeling.

	1	2	3	4	5
1. How aware are you of the activities of the students in the TAG resource room? (1=very unfamiliar -- 5=very familiar)	–	–	–	–	–
2. How worthwhile was the program for your students? (1=not worthwhile -- 5=very worthwhile)	–	–	–	–	–
3. How helpful to the student was the planning you did with the resource teacher? (1=not helpful -- 5=very helpful)	–	–	–	–	–
4. To what degree was the computer program an asset to the identified students in your class? (1=not at all -- 5=to a great extent)	–	–	–	–	–
5. To what degree has the resource room helped identified students improve their self-concept? (1=not at all -- 5=to a great extent)	–	–	–	–	–

6. Please indicate any ways you can think of that might improve the resource room.

_____

_____

_____

_____

_____

APPENDIX C

Assessment by Resource Teacher

Assessment by Shirley Hetherington, Resource Teacher

Edmunds/Jefferson Attendance Centers housed the Talented/Gifted Resource Program for the 1982-83 school year. Since the schools were Magnet Schools it was possible to attract majority students from other schools throughout the city. This percentage was very small during this school year because of the students remaining in the program from the previous year and identification made at the site. The population of the resource program was evaluated by classroom teachers at the beginning of the year to confirm identification made by previous teachers.

Using the Structure of Intellect assessment, it was possible to determine the area of strengths in giftedness in reading, math and creativity. Each student was asked to write an autobiography and to state his/her area of interest. The students were also given a Learning Style Inventory to determine the best way he/she learns. Summarizing the information found led to the development of IEP's for each student assigned to the resource center.

New students were identified with the expertise of an assigned psychologist for the gifted program. With his complete written report about each student staffed, we were able to distinguish and find the line between bright and superior students and area of giftedness.

In order to keep communication open between staff and parents a monthly letter was sent home with each student and a copy put in each Unit Leader's mail box. Weekly planning sessions with classroom teachers extended the child's program beyond the regular classroom work. Parents were visited with at each conference time. Some parents were used as resource in the classroom for special programs, developing costumes and other diversified activities of the two centers.

Children within the program were exposed to a variety of interesting topics, ways of computing information and thinking constructively. The children were able to belong to a computer club and give instruction to other students. They were able to arrange a field trip, order a film, or ask a speaker to visit, to aid in the child's presentation of his/her project. All students were able to be in one play which was presented to the remainder of the student body.

In summary of the post-evaluative reactions to the resource program, it should be noted that (a) student improvement was shown in strong and weak areas at all levels, (b) children grew to appreciate the abilities of their peers, (c) children learned to develop independent research in individualized projects, beyond the period, (d) communicative skills were improved in all areas, (e) parents were supportive of the concept and served as resource persons to the program and to other children.

52 students served at Edmunds/Jefferson
19 Jefferson - minority 5
33 Edmunds - minority 7